Appendix B: 2000 Survey Quantitative Instrument

Distance Learning Survey

Please fill out the form below and click the submit button at the end to complete. Please note: for the purposes of this study, I define distance learning as at least 1/2 reduction in traditional face-to-face teacher-student contact using any delivery method (from mail to email, from videotape to videoconferencing). This survey is designed to be completed by the person most knowledgeable about your institution’s distance education course offerings.

Your email address: 

Do you speak for the university as a whole in relationship to distance learning?

○ Yes

○ Maybe

○ No

1. Are you (check all that apply):

□ full-time administrator

□ part-time administrator

□ tenured faculty

□ part-time faculty
2. Highest degree your institution awards:

- Associate
- Bachelor’s
- Master’s
- Ph.D./Professional degree

3. Your institution is:

- public
- independent

4. Number of distance learning format (at least 1/2 reduction in face-to-face student-teacher contact) courses Summer 1999-Spring 2000?:

   

5. Number of distance learning format courses Summer 1998-Spring 1999?:

   

**Implementation Motive**

6. What do you see as the main reason(s) for your institution being involved in offering distance learning format programs? (mark all that apply)

- provide access to wider student population
- provide IT skills for students
new source of revenue
reduce expenses
belief in teaching/learning advantages of DL
desire to keep up with competition
other, please specify: 

7. Is providing greater access to student populations part of your institutional mission?

○ Yes
○ Maybe
○ No

8. Do you see providing information technology skills for students as a primary role for your institution?

○ Yes
○ Maybe
○ No

9. Is the pursuit of new sources of revenue for the institution through new program development a primary concern?

○ Yes
10. Is the reduction of labor and facility costs a primary force in institutional planning?

- Yes
- Maybe
- No

11. Do you believe that technology offers specific teaching/learning advantages?

- Yes
- Maybe
- No

12. Is it necessary to offer distance learning format courses in order to keep up with competing institutions?

- Yes
- Maybe
- No
13. Who initiated the use of distance learning courses at your institution?
- top university administrator(s)
- extended/continuing education department
- individual faculty
- task force/committee
- external agency
- other, please specify: 

14. Have the availability of funding sources and/or new state or federal government agencies encouraged the development of your distance learning programs?
- Yes
- Maybe
- No

Administration/Management

15. In what administrative unit is the distance learning program now housed? :

16. Is this administrative unit budgetarily described as:
- subsidized
- partially subsidized
17. Is there a institutional distance learning plan?

- Yes
- No
- Don’t know

If so, who wrote it (position)? If a committee created it, what departments were represented?: 

18. Which of the following best describes the current economic status of your distance learning program:

- large deficit
- deficit
- break even
- profit
- large profit

19. Does your institution have a different procedure for the academic approval of distance learning format courses?

- Yes
- No

If so, how is it different?: 
20. Does your institution use whole courses licensed from other educational institutions?
   - Yes
   - No

21. Are you using any kind of course brokering service to market distance learning courses to non-matriculated students?
   - Yes
   - No

22. Do you feel that the distance learning program is consistent with your institutional mission?
   - Yes
   - Maybe
   - No

23. Do you view distance learning in higher education as an administrative innovation?
   - Yes
   - Maybe
   - No
24. How are full-time faculty compensated for teaching distance learning format courses:

- As regular load with normal enrollment limits
- As regular load with no ceiling on enrollment
- As regular load with additional pay after seat maximum

If so, what amount?:

- With additional preparation time

If so how much?:

- On an overload basis

If so, how calculated?:

- With additional stipend

If so, what amount?:

- As regular load for in-person class, per head for remote students

- Other, please specify: 

- Do not use full-time faculty

25. Are faculty compensated differently for different types of technologies utilized (i.e., videotape versus Internet based)?

- Yes (please specify difference):

- No
26. Who determines which faculty/instructor will teach a distance learning course? (check all that apply)

☐ The academic department administration

☐ The distance education director

☐ The faculty/instructor

☐ Joint decision between faculty and administration

☐ Other, please specify: 

27. What form of recognition is there for faculty/instructors teaching distance learning format courses? (check all that apply)

☐ Merit reimbursement

☐ Promotion

☐ Tenure

☐ None

☐ Other, please specify: 

28. Please indicate the level of faculty/instructor training/professional development in relationship to distance learning courses.

☐ Available

☐ Recommended

☐ Required
29. How is training provided? (check all that apply)

☐ in person at beginning

☐ in person on-going

☐ online

☐ print

30. When a full-time faculty member develops a distance learning course as part of either regular load, overload, or for a stipend, who owns the intellectual property rights?

☐ faculty

☐ institution

☐ joint ownership

☐ no policy on this issue at this time

☐ other, please specify: 

☐ do not use full-time faculty

31. What is the percentage of faculty teaching distance learning courses that are classified as adjunct faculty?

☐ 0-25%

☐ 26-50%

☐ 51-75%

☐ 76%+
32. Approximately how many technical support staff per faculty/instructor?: 

33. How many instruction design experts available per faculty/instructor?: 

34. Are courses typically developed by faculty/instructors through:
   - teams
   - individuals
   - both

35. Do you generally require a proctored test for course completion?
   - always
   - sometimes
   - never

36. Have you done a cost/benefit analysis of distance learning?
   - yes
   - no

If so, what does it show?: 
Pedagogy

37. Which of the following technologies is used as the primary form of delivery for your distance learning courses?

- Internet
- CD-ROM
- pre-packaged videotape (not live)
- live video (one-way or two-way)
- telephone (audio only)
- print-based
- other, please specify:  

38. Do you view distance learning in higher education as a teaching/learning innovation?

- yes
- maybe
- no

39. What evidence do you have that students learn effectively in distance learning courses? What does it show?:  

Please rate your degree of agreement with the following statements in regard to your general institutional approach to distance learning courses.
40. Questions about how best to convert course material to distance learning format are of great importance.

- strongly agree
- agree
- disagree
- strongly disagree

41. Courses include significant interaction with other students.

- strongly agree
- agree
- disagree
- strongly disagree

42. Courses offer opportunity to collaborate with other students on projects.

- strongly agree
- agree
- disagree
- strongly disagree

43. Courses include simulations and/or case studies.

- strongly agree
44. Great care is taken in understanding how students navigate through the course software.

- Strongly agree
- Agree
- Disagree
- Strongly disagree

45. Courses are like one-on-one tutoring with the faculty member, providing rich and prompt feedback to the students.

- Strongly agree
- Agree
- Disagree
- Strongly disagree

46. Taking a distance learning course at your institution is most like (choose one or more):

- Reading a book
- Watching TV
☐ watching a movie

☐ listening to the radio

☐ talking on the telephone

☐ writing letters

47. How long does it generally take to develop a new distance learning format course?

☐ less than six months

☐ 1 year

☐ 2 years

☐ More than 2 years

48. Which of the following most closely reflects the course development process?

☐ existing course material automated by technology

☐ existing course material automated, with some new material

☐ all course material developed specifically for distance learning course

49. Is assessment of student learning similar or the same as in traditional courses?

☐ Yes

☐ No
50. Additional comments?:

I would be available for a follow-up short interview over the phone.

- Yes
- No

Thank you for taking the time to complete this survey. Please complete the following form if you would like to receive the results from this project.

Name: 

Address1: 

Address2: 

City/State/ZIP: 

Submit Survey